DOCUMENT RESUME

ED 469 257 UD 035 298

AUTHOR	Gold, Eva; Simon, Elaine; Brown, Chris
TITLE	The Education Organizing Indicators Framework: A User's Guide. Strong Neighborhoods, Strong Schools. The Indicators Project on Education Organizing.
INSTITUTION	Cross City Campaign for Urban School Reform, Chicago, IL.; Research for Action, Inc., Philadelphia, PA.
SPONS AGENCY	BellSouth Foundation, Inc. Atlanta, GA.; Annie E. Casey Foundation, Baltimore, MD.; Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; Edward W. Hazen Foundation, Inc., New Haven, CT.; Mott (C.S.) Foundation, Flint, MI.; Rockefeller Foundation, New York, NY.; William Penn Foundation, Philadelphia, PA.; Needmor Fund, Toledo, OH.
PUB DATE	2002-03-00
NOTE	31p.; For other reports from the Indicators Project on Education, see UD 035 292-298.
AVAILABLE FROM	Cross City Campaign for Urban School Reform, 407 South Dearborn, Suite 1500, Chicago, IL 60605 ($15). Tel: 312-322-4880; Fax: 312-322-4885; Web site: http://www.crosscity.org.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Accountability; After School Programs; Case Studies; *Educational Change; Educational Environment; Elementary Secondary Education; Equal Education; Leadership Training; *Neighborhood Schools; *Parent Participation; Public Schools; *School Community Relationship; Small Schools; Urban Schools
IDENTIFIERS	California (Oakland); Illinois (Chicago); New York (New York); Pennsylvania (Philadelphia); Texas (Austin)

ABSTRACT

This publication is intended to help foundation program officers, educators, and organizers use the Education Organizing Indicators Framework to understand the contribution that community organizing makes to school reform. The Framework is the product of a study that examined five community groups to document how organized groups of parents and community members, acting collectively, could bring about significant change in public education at the school, community, district, and state levels. Part 1, "Community Organizing and How It Contributes to School Reform," discusses the indicator areas, the theory of change, and the value added of community organizing for school reform. Part 2, "Understanding Stories of Community Organizing for School Reform," discusses a fight for land for new small autonomous schools in one city, successes in the Small Schools Campaign, and applying the framework and theory of change to stories of education organizing. Part 3, "How to Use the Education Organizing Indicators Framework," discusses how the framework can be useful to different audiences, what it looks like, making sense of variation among groups, and cautions in using the framework. Part 4 presents "The Education Organizing Indicators Framework." (SM)

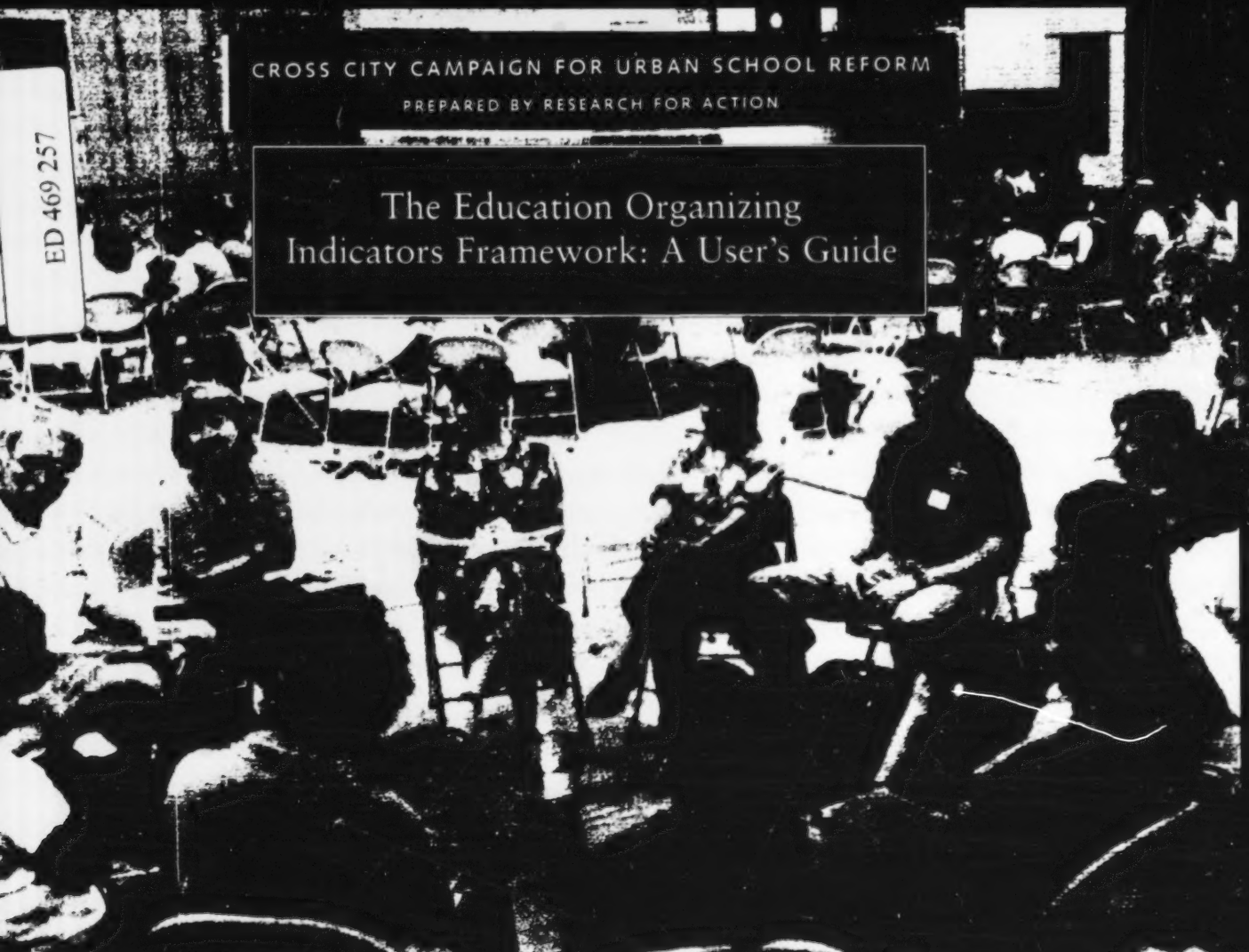
Reproductions supplied by EDRS are the best that can be made

ED 469 257

CROSS CITY CAMPAIGN FOR URBAN SCHOOL REFORM

PREPARED BY RESEARCH FOR ACTION

The Education Organizing Indicators Framework: A User's Guide



Strong Neighborhoods Strong Schools

The Indicators Project on Education Organizing

UD 035 298

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

C. Brown
Cross City Campaign for Urban School Reform

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

The Education Organizing Indicators Framework is a resource for foundation program officers, educators, and organizers and leaders from community organizing groups. It will help to answer key questions about community organizing for school reform.

- Foundation program officers will learn answers to their questions, "How can I know that community organizing for school reform is making a difference?"
- Educators will learn answers to their questions, "How can community organizing for school reform help me, and what difference does it make for schools and students?"
- Organizers and leaders from community organizing groups will learn answers to their questions, "What are the strategies that have proved successful, and how can I communicate better to audiences not familiar with education organizing?"

The Education Organizing Indicators Framework: A User's Guide

Prepared by

RESEARCH FOR ACTION
Eva Gold and Elaine Simon

with

CROSS CITY CAMPAIGN FOR URBAN SCHOOL REFORM
Chris Brown

COPYRIGHT MARCH 2002

Strong Neighborhoods Strong Schools

The Indicators Project on Education Organizing

ACKNOWLEDGEMENTS

We are grateful to both staff and leaders of the five case study groups for sharing with us the work of community organizing for school reform and for introducing us to their partners and others in their cities familiar with their efforts. We also want to express appreciation to the participants in the telephone survey—executive directors and others—who patiently answered our many questions about education organizing.

We also acknowledge the generous support of the following foundations:

BELLSOUTH FOUNDATION
ANNIE E. CASEY FOUNDATION
EDNA MCCONNELL CLARK FOUNDATION
FORD FOUNDATION
EDWARD W. HAZEN FOUNDATION
CHARLES STEWART MOTT FOUNDATION
NEEDMOR FUND
WILLIAM PENN FOUNDATION
ROCKEFELLER FOUNDATION

For additional copies of this publication, contact:

Cross City Campaign for Urban School Reform
407 South Dearborn, Suite 1500, Chicago, IL 60605
Telephone: 312.322.4880 Fax: 312.322.4885
www.crosscity.org

BEST COPY AVAILABLE

Table of Contents

Part 1: Community Organizing and How It Contributes to School Reform 5

The Indicator Areas and the Theory of Change 8

The Value Added of Community Organizing for School Reform 8

Part 2: Understanding Stories of Community Organizing for School Reform 10

A Fight for Land for New Small Autonomous Schools in Oakland 10

Successes in the Small Schools Campaign 11

Applying the Framework and Theory of Change to Stories of Education Organizing 11

Part 3: How to Use the Education Organizing Indicators Framework 15

How Can The Framework be Useful to Different Audiences? 15

What the Framework Looks Like 16

Making Sense of Variation Among Groups 17

Cautions in Using the Framework 18

Part 4: The Education Organizing Indicators Framework 19

The Education Organizing Indicators Framework

In the fall of 1997, the Cross City Campaign for Urban School Reform convened a meeting called Building Bridges: Across Schools and Communities—Across Streams of Funding (a published report on this meeting is available from the Cross City Campaign). The goal of the meeting was to build connections between community organizers and funders around school change. Meeting participants agreed that organizing contributed in significant ways to improving schools and children's learning, but there was much debate about whether it was possible to measure the contribution. A small group of organizers, funders, and the Cross City Campaign staff formed a planning group to explore the possibility of developing credible ways to document the impact of community organizing on public education.

BEST COPY AVAILABLE

The Cross City Campaign selected Research for Action (RFA), a Philadelphia-based, non-profit research organization specializing in education and the dynamics among families, communities and schools (more information on both organizations is on the back cover) to conduct a study to look for indicators of the contribution of community organizing to school reform. The study, done in collaboration with the Cross City Campaign and five case study groups, documents how organized groups of parents and community members, acting collectively, bring about significant change in public education at the school, community, district, and state levels. The Education Organizing Indicators Framework is one product of this study. The Framework should help answer the questions foundation program officers, educators, and others have about the contributions community organizing groups are making to school reform.

Part 1: Community Organizing and How It Contributes to School Reform

Across the country, community organizing groups are turning their attention to public education. Urban public schools in low- to moderate-income neighborhoods nationwide face similar problems—overcrowding, deteriorating facilities, inadequate funding, high staff turnover, lack of up-to-date textbooks, and children performing below grade level. Students attending these schools are shut out of high quality programs, discouraged from going to college, and shortchanged in their employment opportunities. Community organizing groups have begun to address these issues, and in the decade that community organizing for school reform has taken hold and spread, the groups' efforts are beginning to pay off.

The prevailing belief is that transforming schools and improving student performance is beyond the scope of community organizations. Yet, improving student achievement in low-and moderate-income urban neighborhoods has confounded even educators and school reformers. The most popular reform approaches, despite careful research and thoughtful design, often fail to take hold or show results for reasons both internal to the organization of schools and external in the political, social, and economic environment.

In cases where these entrenched systems have been shaken in fundamental ways and changes have taken place, parents and members of local communities who are actively engaged in education organizing often have provided the impetus and direction for change.

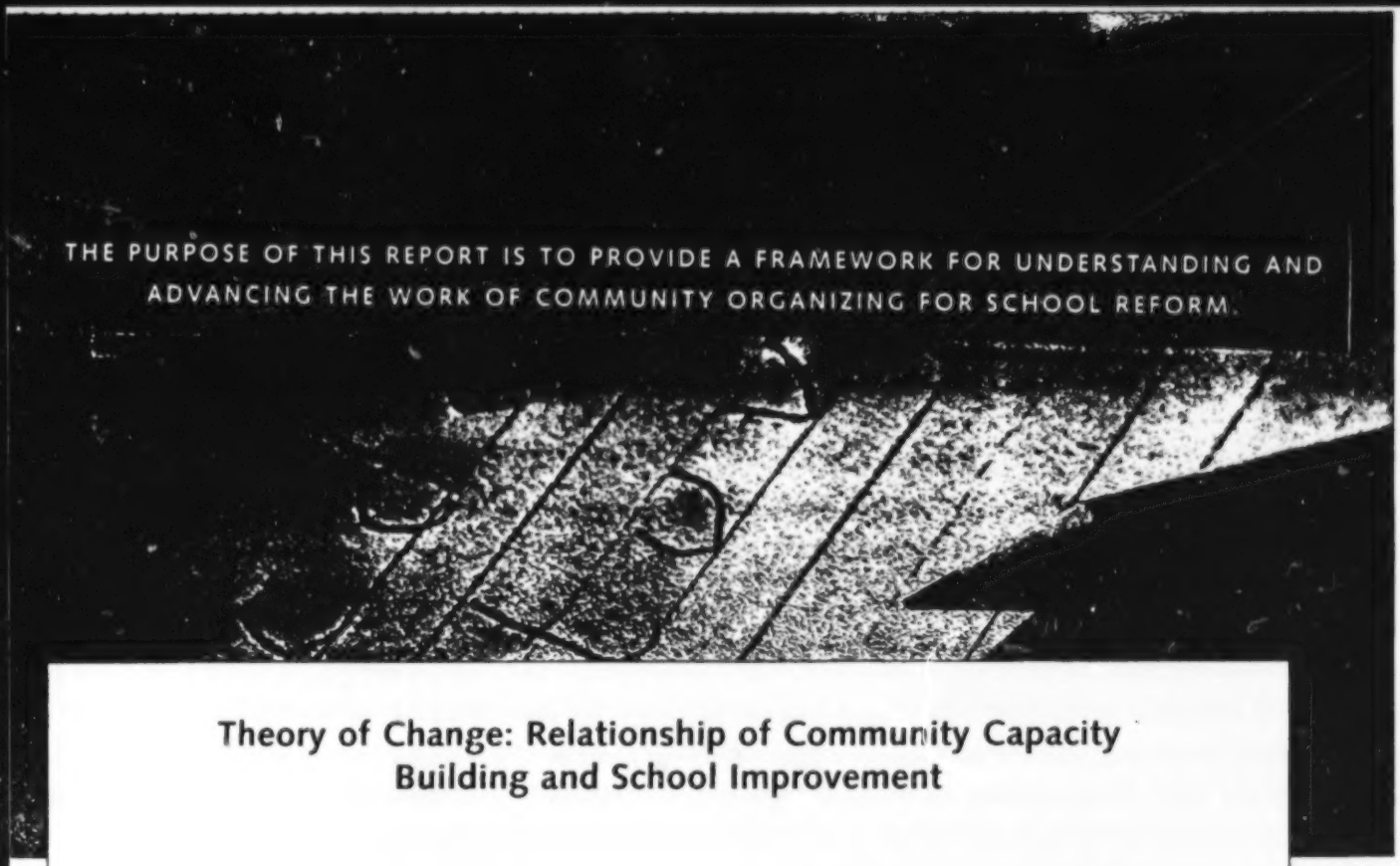
Despite the accomplishments of community organizing groups in improving schools, their work is largely invisible for at least three reasons. One is that many educators see urban communities as part of the problem. Second, although community organizing groups campaign for new policies and programs, the professional educators who actually carry out the policies and programs end up receiving the credit. Third, operating in the professional paradigm of schools, those who make policy for and run public schools often discount the insights of parents and community members because they lack education credentials—especially when it comes to what goes on in the classroom.

This publication is intended to help foundation program officers, educators, and organizers use the Education Organizing Indicators Framework beginning on page 19 to understand the contribution that community organizing is making to school reform.

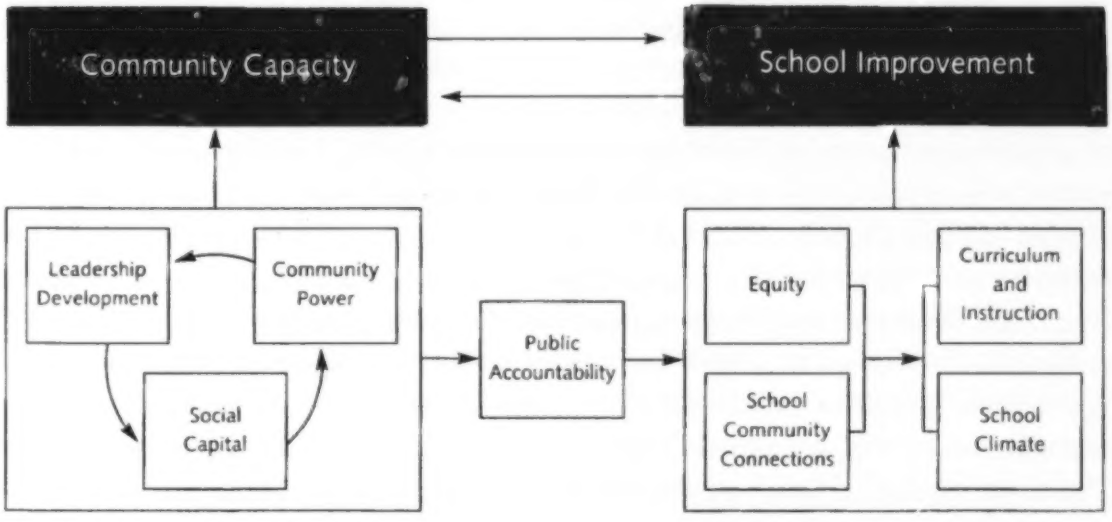
CHARACTERISTICS OF COMMUNITY ORGANIZING

Below is a summary of the characteristics of community organizing groups that distinguish them from other kinds of community-based groups working with parents for school reform, such as legal aid groups, parent volunteer groups, advocacy groups, social service agencies, and cultural groups.

- They work to change public schools to make them more equitable and effective for all students.
- They build a large base of members who take collective action to further their agenda.
- They build relationships and collective responsibility by identifying shared concerns among neighborhood residents and creating alliances and coalitions that cross neighborhood and institutional boundaries.
- They develop leadership among community residents to carry out agendas that the membership determines through a democratic governance structure.
- They use the strategies of adult education, civic participation, public action, and negotiation to build power for residents of low- to moderate-income communities that results in action to address their concerns.


THE PURPOSE OF THIS REPORT IS TO PROVIDE A FRAMEWORK FOR UNDERSTANDING AND ADVANCING THE WORK OF COMMUNITY ORGANIZING FOR SCHOOL REFORM.

Theory of Change: Relationship of Community Capacity Building and School Improvement



The theory of change model shows the pathway of influence between building community capacity and school improvement. Work in three indicator areas—leadership development, community power, and social capital—increases civic participation and leverages power through partnerships and relationships within and across communities, as well as with school district, civic, and elected officials. Public accountability is the hinge that connects community capacity with school improvement. Increased community participation and strong relationships together broaden accountability for improving public education for children of low- to moderate-income families. Public accountability creates the political will to forward equity and school/community connection, thereby improving school climate, curriculum, and instruction making them more responsive to communities, laying the basis for improved student learning and achievement. Stronger schools, in turn, contribute to strengthening community capacity.

BEST COPY AVAILABLE

The Indicator Areas and the Theory of Change

Community organizing in education reform plays a unique role by building community capacity and linking that capacity to school improvement through public accountability. Community organizing does not provide a prescription for a particular educational program or restructuring approach, and it does not take the place of professional attention to reform. Nor are community organizing groups alone in the field of external groups exerting influence on school reform.

Through interviews and observations, we gathered stories of community organizing for school reform. Looking across those stories, we were able to categorize the work of community organizing groups into eight interrelated areas, within which we identified indicators of their contribution to school reform. We call these eight "indicator areas" the Education Organizing Indicators Framework. On the previous page is a theory of change model that shows the eight indicator areas in the Education Organizing Indicators Framework and how they work together in a change process.

We began to research indicators for community organizing by identifying 140 groups across the country engaged in community organizing. (For a listing of these groups, see the Cross City Campaign website, www.crosscity.org) We conducted telephone interviews with 19 of the groups, selected by Research for Action and the Cross City Campaign to represent a wide range of settings and types of organizations. Then we carried out in-depth case studies with five of the groups that had a track record of success. They are: Alliance Organizing Project (Philadelphia, PA), Austin Interfaith (Austin, TX), Logan Square Neighborhood Association (Chicago, IL), New York ACORN (New York City, NY), Oakland Community Organizations (Oakland, CA).

The theory of change model shows the eight indicator areas and their relationship to the goals of improving schools and strengthening communities. A major outcome of our research is to show how work in building community capacity links to improving schools. On the far right of the model are the indicator areas, *high quality instruction and curriculum* and *positive school climate*, both strongly associated with school improvement.

The work of community organizing groups represented on the far left of the model, under community capacity—*leadership development, community power* and *social capital*—work interactively to build public accountability.

The change process hinges on *public accountability*. This kind of accountability is the result of a wide range of stakeholders agreeing on the problems and making public commitments to follow through on their promises to improve schools. By broadening accountability for public education, community organizing advances issues of *equity* and *school/community connections*, and brings new influences to bear on curriculum and instruction as well as on school climate.

The Value Added of Community Organizing for School Reform

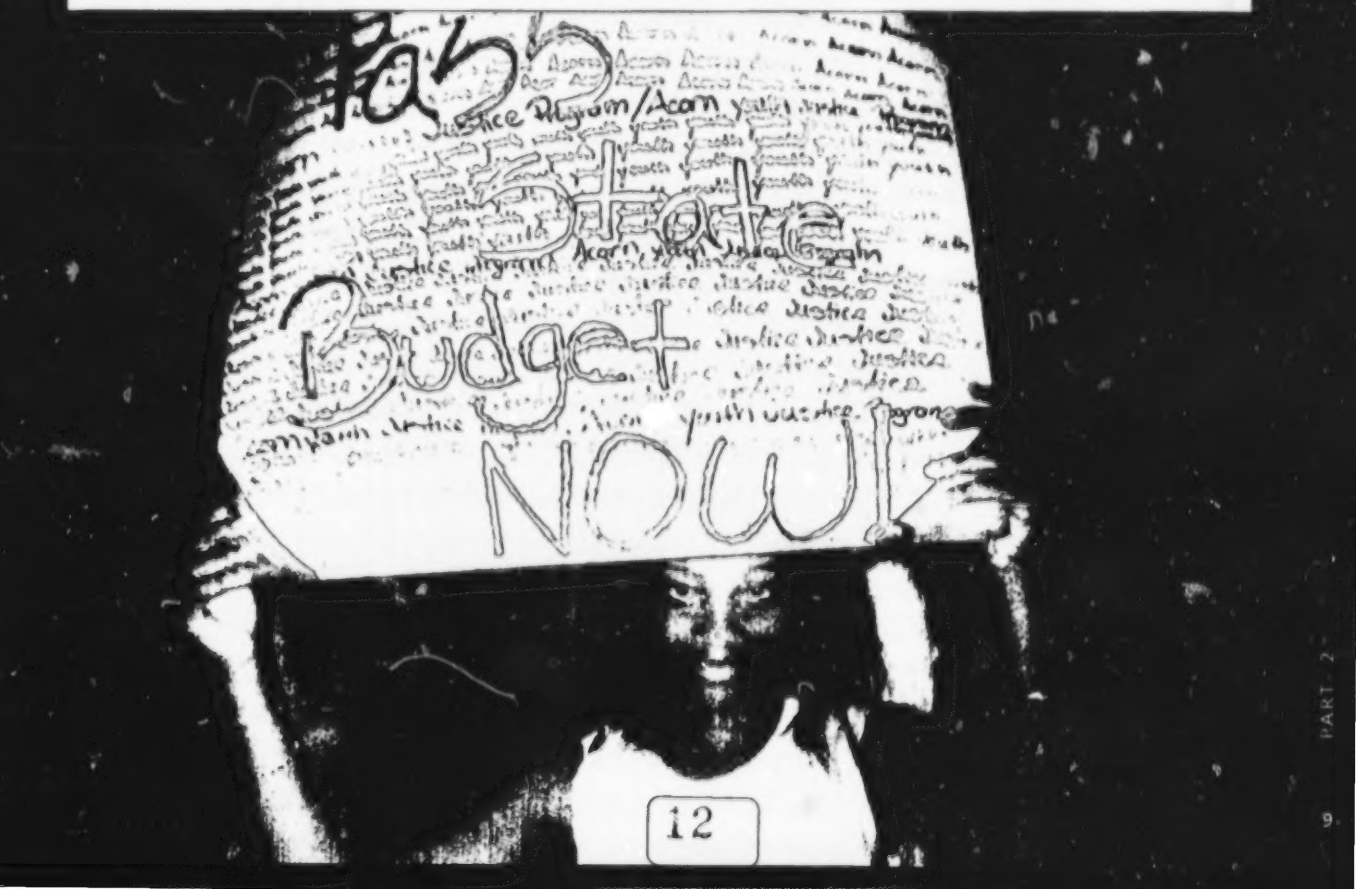
The indicator areas we have identified as associated with community capacity and public accountability (leadership development, community power, and social capital) are almost totally absent in the work of school reform as it is usually defined. Even where there is overlap with the work of educators and reform experts (in the areas of equity, school/community connection, school climate, and curriculum and instruction), community organizing adds a critical dimension that otherwise would be missing. Community organizing groups are rooted in neighborhoods and have a long-term commitment to the support of local families. They see schools as tied to other issues that need attention and improvement, and their constituents are deeply affected and angry when public institutions are ineffective in meeting their needs. As a result, community organizing groups add value to school reform efforts by:

- Sustaining the vision and momentum for change over time.
- Persisting despite obstacles and setbacks.
- Building political capital and creating the political will that motivates officials to take action.
- Producing authentic change in policies and programs that reflects the concerns of parents and community members.

In the next section of this guide we present an illustrative organizing story selected from many we heard in the course of our research. The story provides a concrete example to help understand the indicator areas and process of change. The story also provides a feel for the time and commitment education organizing demands.

MAJOR ACCOMPLISHMENTS OF THE FIVE GROUPS

- Austin Interfaith and Oakland Community Organizations (OCO) helped to win city bonds targeted to benefit schools in low-income neighborhoods. In Oakland, a $300 million bond is now contributing to construction of new small schools.
- Alliance Organizing Project (AOP), Austin Interfaith, Logan Square Neighborhood Association (LSNA), New York ACORN, and OCO obtained district and/or city allocations for facility improvements and/or after-school programs that provide academic enrichment. For example, Austin Interfaith was instrumental in gaining funds to establish after-school programs in 28 schools and won $3.6 million for citywide school playground renovations.
- New York ACORN, LSNA, and OCO have leveraged funding to build new schools and facilities in overcrowded districts. LSNA organizing, for example, won five new annexes at elementary schools and two new middle schools and New York ACORN has opened three new high schools.
- AOP and Austin Interfaith have increased school safety by obtaining more crossing guards, better lighting, and improved traffic patterns in school areas. For example, after a two-year struggle, AOP won an increase in funding for 37 additional traffic guards.
- Austin Interfaith has negotiated district policies that open access for low-income students to challenging academic programs and bilingual instruction. Four elementary schools in Austin now have "Young Scientists" programs that feed into a magnet middle school. Since the program began in the early 1990s, the proportion of students from Eastside schools who go on to the magnet middle school has increased from one in ten to one in four, and this has changed the demographic composition of the magnet program significantly.
- Austin Interfaith, LSNA, New York ACORN and OCO have sponsored new kinds of professional development for teachers and principals, including visits to other schools with parents to observe innovative programs, in-service training driven by the needs of teachers and principals, home-visit training, and workshops with parents to design schools and/or curriculum.
- AOP, Austin Interfaith, New York ACORN, LSNA and OCO have increased the presence of parents in schools and the roles parents are playing, making parent-professional exchange and collaboration a reality.
- AOP, New York ACORN, and OCO have worked for smaller class sizes and/or smaller schools that create more intimate settings for teaching and learning and closer relationships between students and teachers. The first cohort of five small schools opened in Oakland in September 2001.



Part 2: Understanding Stories of Community Organizing for School Reform

When you visit a neighborhood engaged in community organizing for school change, you will not hear about indicators. What you will hear about are issues in the local community and in the schools. You will hear stories about organizing campaigns and setbacks, as well as forward motion, victories that took a long time, and the practices and principles of organizing and how these were applied in a particular case.

The story we present here, illustrative of many other stories we heard in the course of our research, is about the work of the Oakland Community Organizations (OCO) to win land for new small autonomous schools in one low-income neighborhood in Oakland where property values had skyrocketed during the dot.com growth period. OCO has worked in Oakland neighborhoods for nearly 30 years, the first 20 on neighborhood issues such as housing, drugs, and safety, adding education in the last 10 years because of the concerns of its members with school overcrowding and their children's low scores on standardized tests. After research into school reform, OCO began a small schools campaign, a strategy to reduce overcrowding and to improve public education in Oakland by bringing teachers and parents together into design teams that create greater community and professional ownership of children's educational experience.

A Fight for Land for New Small Autonomous Schools in Oakland

OCO leaders and organizers told and retold the story of a fight to get a Montgomery Ward warehouse torn down and the land used for new small schools. The story is also well-known to Oakland politicians, the media, and other civic leaders. We present the story as told to us by one OCO leader, who was involved from the beginning of the fight through the final demolition of the warehouse eight years later.

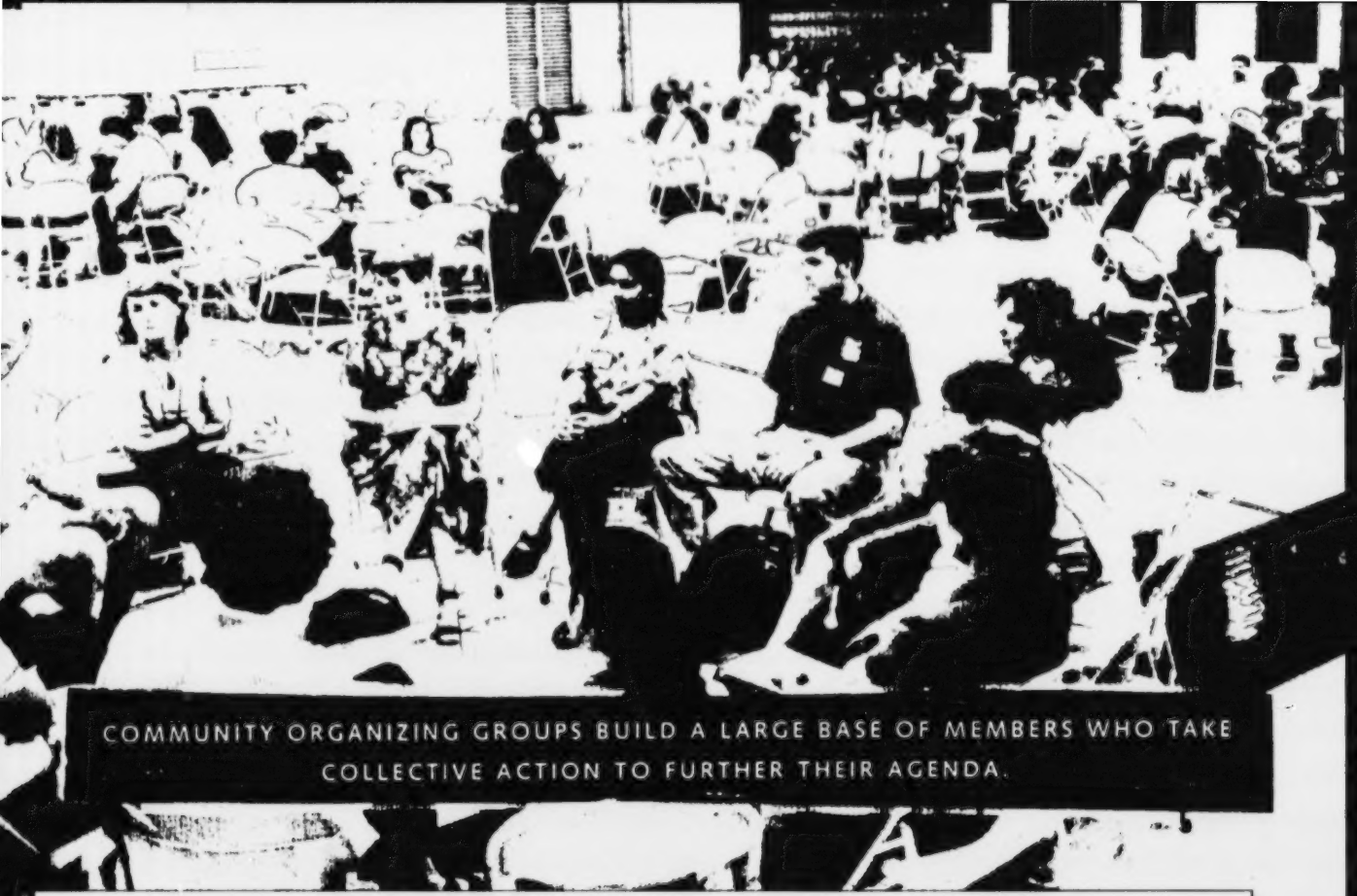
In 1986, Montgomery Ward abandoned its mail order warehouse and the building began to deteriorate with disuse. By 1993, OCO leaders who had been conducting one-on-one and house meetings with neighborhood residents, were hearing complaints about the building. *"There was graffiti inside and out and...certain gangs were there...It was very scary."*

It took OCO the next eight years, however, to organize forces powerful enough to successfully override the interests of real estate developers and to have the building torn down to make way for small schools. Key to OCO's success was the linkage of two neighborhood concerns—blight and school overcrowding.

"At one of our annual meetings ...we publicly talked for the first time to city representatives and the school district and got their support for three badly needed schools in Oakland, including one at the Montgomery Ward site. So it was out there publicly that this is what we were working towards..."

OCO's success in having the building torn down and the land dedicated to small schools resulted from both the strong base it created in the neighborhood and its alliances with city and school district leaders. Regarding its strong base, the leader told us that at rallies and meetings, *"We kept pulling together hundreds and thousands of people."* The successful OCO turnout was a result of its strong organizing within its member churches and its neighborhood outreach. Describing OCO's work, the leader explained, *"An important piece of our organizing was making sure the school district, the city, and the community were on the same page constantly and trying to keep that our number one priority."*

This OCO leader believed that the Montgomery Ward campaign provided members with a "civic education," *"All of these research meetings and actions and the work and training they necessitated became a veritable leadership 'classroom' for new and emerging leaders as well as for experienced leaders."*



COMMUNITY ORGANIZING GROUPS BUILD A LARGE BASE OF MEMBERS WHO TAKE COLLECTIVE ACTION TO FURTHER THEIR AGENDA.

Finally, in February 2001, despite a last ditch effort by developers to get the court to grant a stay of demolition, the Montgomery Ward building was torn down and temporary classrooms were put in place while plans moved ahead for new small schools.

Successes in the Small Schools Campaign

During the eight years of the Montgomery Ward struggle, OCO had a number of significant accomplishments which furthered its small schools initiative, including: a partnership with a local school reform group, the Bay Area Coalition of Equitable Schools (BayCES); the adoption of a school-district wide small schools policy, written by OCO and BayCES; the establishment of a school reform office charged to implement the new policy; passage of a $300 million bond issue for new school facilities which OCO helped to target to low- to moderate-income neighborhoods; a Gates Foundation grant for nearly $16 million for implementation of small schools to BayCES; and a seat at the table for OCO and BayCES, along with the district and union, to select successful designs for new small schools. With these successes, OCO has turned its attention to developing the capacity of parents and teachers to work collaboratively in the design process for new small schools, to support the implementation of the first cohort of new small schools, and to continue the search for additional land for new small schools in other low- to moderate-income neighborhoods.

Applying the Framework and Theory of Change to Stories of Education Organizing

In this section we use the Education Organizing Indicators Framework and the theory of change presented in Part I to analyze the Montgomery Ward story. We describe the strategies used in the Montgomery Ward campaign within each of the eight indicator areas in the Framework and show how the work in each area is necessary to improve schools. The story also demonstrates how discrete and perhaps seemingly unrelated efforts work in synchrony and help community groups move toward their larger goals of building stronger neighborhoods and communities and improving student learning and achievement. On the following pages is the analysis of the Montgomery Ward story connected to the indicator areas.

BEST COPY AVAILABLE

The Building Blocks of Community Organizing: Leadership Development, Community Power and Social Capital

STRATEGIES	ANALYSIS
Leadership Development	
1 Identify and train parents and community members (and sometimes teachers, principals, and students) to take on leadership roles	OCO organizers and leaders regularly held one-on-one meetings and house meetings with neighborhood residents, carried out research and reflection, led public actions, and through these and other organizing activities developed the knowledge, expertise, and strategic thinking leaders need. As one OCO leader pointed out, she experienced the Montgomery Ward campaign as a "classroom" for leadership development.
2 Develop parents (and community members, teachers, principals, and students) as politically engaged citizens	
3 Promote individual, family, and community empowerment	
Community Power	
1 Create a mass base constituency within communities that results in deep membership commitment and large turnout	Over the course of the eight-year campaign, OCO held several public actions attended by thousands of community residents. OCO's ability to turn out large numbers drew the attention of political leaders and the media, reinforcing OCO's reputation as a powerful organization and voice of the community.
2 Form partnerships for legitimacy and expertise	
3 Create a strong organizational identity	
4 Draw political attention to the organization's agenda	
Social Capital	
1 Build networks	The Montgomery Ward story also illustrates OCO's success in building influence through expanding social capital. Within the neighborhood, OCO reached out to neighborhood residents and built a partnership with another community group around a shared interest in the local schools. OCO leaders met with city and school district officials as well as with teachers, and through face-to-face discussions built strategic alliances around issues of mutual concern. OCO brought a range of diverse stakeholders together at the neighborhood and city levels who do not usually associate because of racial, ethnic or linguistic differences or differences in roles and positions. This "bridging" social capital is especially important in moving organizing campaigns forward because it builds accountable relationships which generate the political will to override private interests.
2 Build relationships of mutual trust and reciprocity	
3 Increase participation in civic life	

The Hinge Connecting Community Capacity to School Change: Public Accountability

STRATEGIES	ANALYSIS
Public Accountability	
1 Create a public conversation about public education and student achievement	**In the Montgomery Ward story, elected officials made public commitments when they attended OCO's annual meeting and in other public action settings. By bringing its agenda into the public arena time and time again, OCO prepared the ground for a public decision making process rather than one that takes place behind closed doors. This created the basis for OCO members holding their elected officials accountable for their promises, which ultimately resulted in getting the Montgomery Ward land for new small schools.**
2 Monitor programs and policies	
3 Participate in the political arena	
4 Create joint ownership/relational culture	

The Pressure for Equity and School/Community Connection Enhances School Climate and Curriculum and Instruction

STRATEGIES	ANALYSIS
Equity	
1 Increase funding and resources to under-resourced schools 2 Maximize access of low-income children to educational opportunities 3 Match teaching and learning conditions with those in the best schools	Linking the effort to tear down Wards with the small schools campaign reflects OCO's struggle to increase equity. They made public the disparity in school size and quality between one part of the city, the low- to moderate-income neighborhoods with another, where upper middle class families reside. Opening new small schools would contribute to reducing overcrowding and improving instruction in schools in the low- to moderate-income neighborhoods.
School/Community Connection and Positive School Climate	
1 Create multi-use school buildings 2 Position the community as a resource 3 Create multiple roles for parents in schools 4 Create joint ownership of schools and school decision-making	OCO adopted a small schools strategy because they learned from their research into school reform that in more intimate settings, relationships between teachers, students, and parents were closer and more supportive, resulting in fewer discipline problems and higher student achievement. They also learned that small schools could reduce the pattern of high teacher turnover that plagues urban schools. Tearing down the Montgomery Ward building and replacing it with small schools would address the neighborhood's dual concerns about blight and public education.
High Quality Curriculum and Instruction	
1 Identify learning needs, carry out research, and implement new teaching initiatives and structures 2 Enhance staff professionalism 3 Make parents and community partners in children's education 4 Hold high expectations	By focusing on equity and school community connection, including the redesign of teaching and learning, the small schools campaign intended to influence the quality of children's educational experience and set the stage for greater academic success. OCO hoped that by having parents and teachers working together in the design process for new small schools the design would be sensitive to students' needs and reflect the highest academic expectations.

Part 3: How to Use the Education Organizing Indicators Framework

The Framework is based on an intensive analysis of the groups in our study. We used the indicator areas to analyze organizing stories from each of the sites, just as we did above in analyzing the OCO small schools campaign. We then identified common strategies across the groups and their accomplishments in each indicator area. The Education Organizing Indicators Framework represents this cross-site analysis and synthesis of the work of all the five case study groups in each indicator area. The Framework consists of eight charts, one for each of the indicator areas. Each chart presents a definition of an indicator area and lists three or four primary strategies in that area, along with the results these strategies are yielding, and potential data sources for documenting the results. Beginning on page 19 is the Education Organizing Indicators Framework.

How can The Framework be Useful to Different Audiences?

The Education Organizing Indicators Framework should help community organizing groups make their work visible to broader audiences and should help others answer the questions foundation program officers, educators, and organizers and leaders have about the work of community organizing groups and their contribution to school reform. Each of the primary audiences for this Framework should be able to answer the questions that concern them. For example,

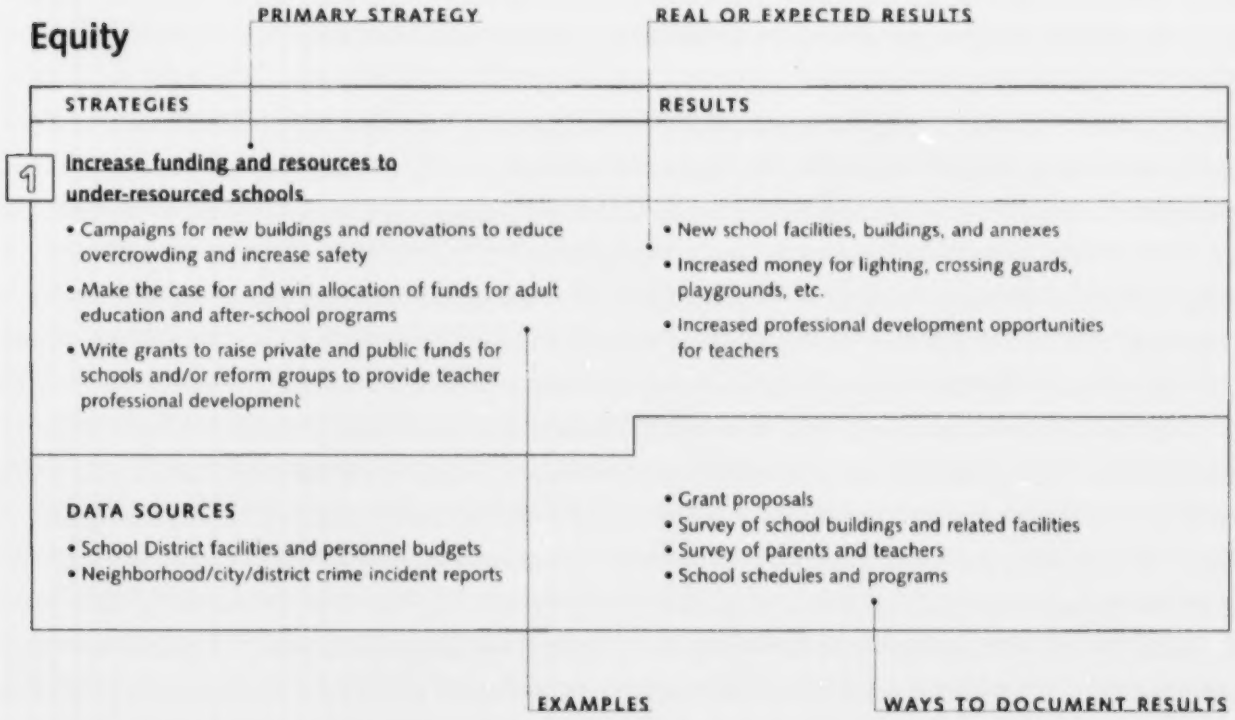
- **Foundation program officers** can use the Framework to address the question, *'How can I know that community organizing for school reform is making a difference?'* The Framework should help funders: to become more knowledgeable about the work of education organizing in general; to consider funding requests by using the Framework as a way of understanding the work of groups applying for support; to identify the accomplishments of community organizing groups and the areas in which their work is focused; and to have an appreciation for the developmental stage at which a group is working.
- **Educators** may be interested in knowing: *'How can community organizing for school reform complement my work and what difference does community organizing make for schools and students?'* The Framework should help educators: to become more knowledgeable about the work in general; to understand where the work of community organizing overlaps with and/or is complementary to their own efforts; to understand the areas in which community organizing is working that educators, themselves, cannot.
- **Organizers and leaders** want to know, *'What are strategies that have proved successful, and how can I communicate better to audiences not familiar with education organizing?'* The Framework should be useful to leaders and organizers: in establishing a common language to describe their work and as a tool to assess their own efforts.

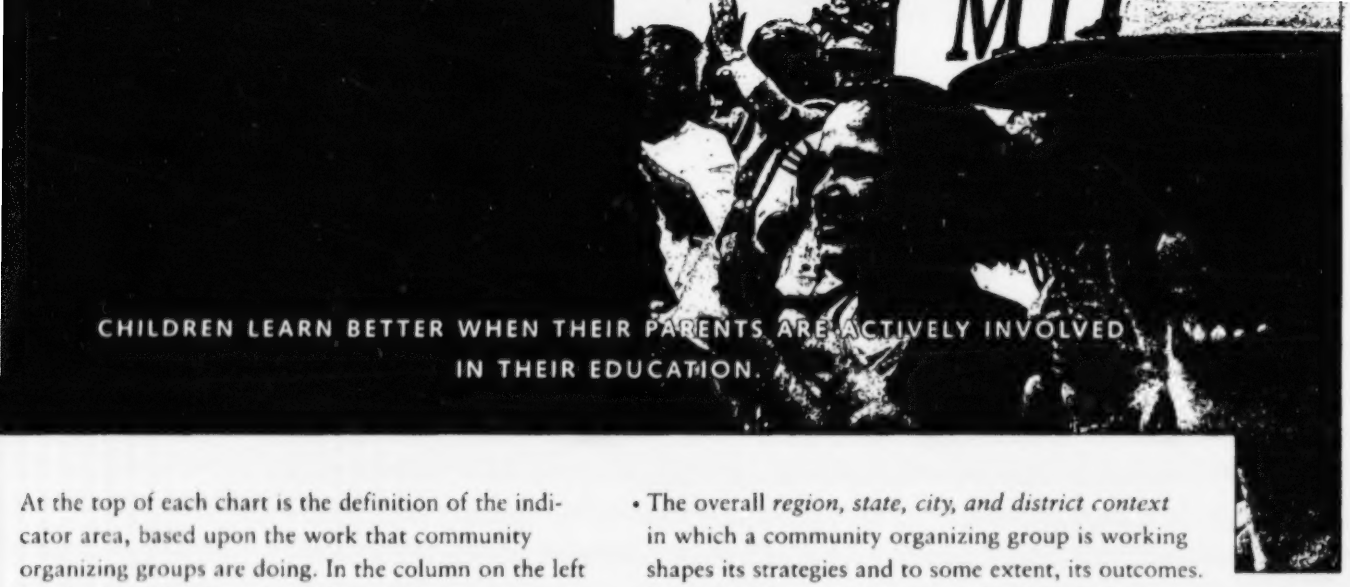
What the Framework Looks Like

To demonstrate how to read the charts that make up the framework, we have excerpted below from the chart for Equity, one of the eight indicator areas.

DEFINITION

Equity guarantees that all children, regardless of socio-economic status, race or ethnicity, have the resources and opportunities they need to become strong learners, to achieve in school, and to succeed in the-work world. Often, providing equitable opportunities requires more than equalizing the distribution of resources. Community organizing groups push for resource allocation that takes into account poverty and neglect, so that schools in low-income areas receive priority. In addition, groups work to increase the access of students from these schools to strong academic programs.


Equity
PRIMARY STRATEGY
REAL OR EXPECTED RESULTS
STRATEGIES
RESULTS
1
Increase funding and resources to under-resourced schools
• Campaigns for new buildings and renovations to reduce overcrowding and increase safety
• Make the case for and win allocation of funds for adult education and after-school programs
• Write grants to raise private and public funds for schools and/or reform groups to provide teacher professional development
• New school facilities, buildings, and annexes
• Increased money for lighting, crossing guards, playgrounds, etc.
• Increased professional development opportunities for teachers
DATA SOURCES
• School District facilities and personnel budgets
• Neighborhood/city/district crime incident reports
• Grant proposals
• Survey of school buildings and related facilities
• Survey of parents and teachers
• School schedules and programs
EXAMPLES
WAYS TO DOCUMENT RESULTS



CHILDREN LEARN BETTER WHEN THEIR PARENTS ARE ACTIVELY INVOLVED IN THEIR EDUCATION.

At the top of each chart is the definition of the indicator area, based upon the work that community organizing groups are doing. In the column on the left hand side of the chart, in bold, is a primary strategy that community organizing uses to address the area, in this case equity: *Increase funding and resources to under-resourced schools.* Beneath this strategy are three examples from the case study groups of how community organizing groups work to increase funding and resources.

In the right hand column, we provide examples of the results of the efforts of the groups. Results or individual indicators are meaningful only within a larger framework and in relationship to a change process. The Framework allows the flexibility to select a set of indicators that are appropriate to the work of a group, taking into account the local context.

Listed beneath the Strategies and Results columns we suggest sources for systematically documenting results, including school, city and neighborhood records as well as surveys, district data, interviews, and observations. Next we discuss four influences on the strategies an organizing group chooses and the results it experiences.

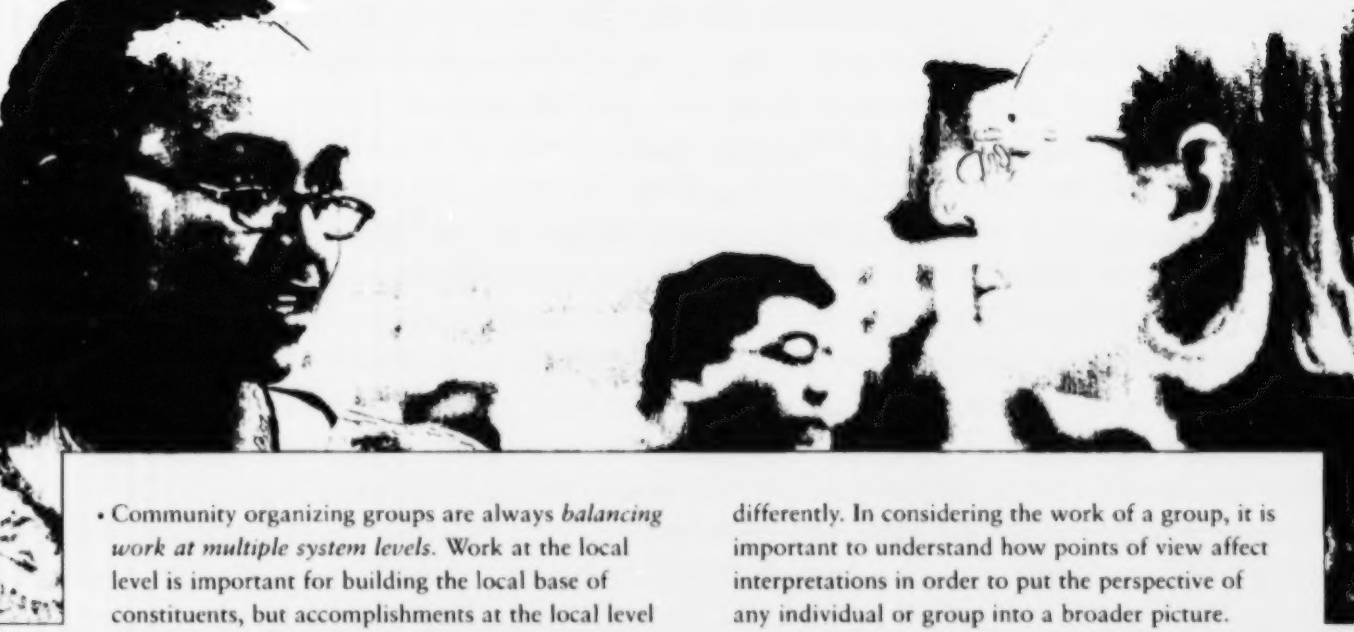
Making Sense of Variation Among Groups

No two organizing efforts look alike. Understanding the influences on organizing activity helps to make sense of how organizing efforts play out differently across settings and how activities taking place at particular moments relate to larger efforts. Understanding these influences shapes appropriate expectations for outcomes. Following are four important influences to consider when using the Framework to interpret organizing stories.

- The overall *region, state, city, and district context* in which a community organizing group is working shapes its strategies and to some extent, its outcomes. Factors such as size, educational policy, the local and state political situation, demographics, economic and social conditions and the history of community activism in a setting contribute to the definition of the kinds of problems the public education system faces and therefore the focus and strategy of a group's work. **Remember:** Change is not linear. External environments influence the course of events and the progress of a group towards its goal.

- Although the case study groups share a common organizing heritage, there is a range of *organizational characteristics* among community organizing groups, from how they recruit members to their role in implementing programs, with implications for the size of their constituent base and the kinds of training and expertise needed for their education work. Some groups are multi-issue and others single-issue, some independent and others part of larger networks, which also influences their strategies, and the resources available to them. **Remember:** Community Organizing groups have different needs. There is variation among groups and needs are shaped by the nature of the organization and its access to resources.

- There are *multiple phases of an organizing campaign,* and recognizing the phase of a campaign in which a group is working or where an activity fits into a campaign is critical for seeing its relevance to a wider effort with larger goals. Often there are many campaigns going on simultaneously, some of which are at different phases of the process. **Remember:** Organizing is not a quick fix. Problems created over decades require a long-term commitment to correct.



- Community organizing groups are always *balancing work at multiple system levels*. Work at the local level is important for building the local base of constituents, but accomplishments at the local level often require having an impact on policies at the city, district or state levels. Therefore, groups are working at multiple levels at once, with some efforts geared to building and maintaining the local base through concrete wins, and working through networks or in coalitions geared to change at larger policy levels. **Remember:** Conflict is a part of changing power relations. Gaining concrete wins involves both confrontation and collaboration.

Cautions in Using the Framework

One of the greatest dangers of an indicators approach is oversimplification. An indicators approach frequently separates and names parts of a complex process making it easy to isolate the elements and miss inter-relationships and the dynamic among the indicator areas. We refer to the eight indicator areas as a framework to emphasize the importance of assessing the accomplishments of a group as a whole and over time. The theory of change helps to explain the interrelationships among the areas and their role in improving schools. It shows how work in each area contributes to the ultimate goal of improving schools and increasing student learning. In using the Framework to understand a group's work, we offer some cautions that the user should keep in mind.

- **Consider the importance of all the indicator areas in the change process.** Different players in school reform value indicator areas differently, depending on how they are positioned. A teacher, principal, superintendent, parent, community member, school board member, funder, elected official, business or civic leader—each will weigh the indicator areas differently. In considering the work of a group, it is important to understand how points of view affect interpretations in order to put the perspective of any individual or group into a broader picture.

- **Any one observation is simply a snapshot of community organizing efforts at a particular point in time.** During a given period, the work of a community organizing group is usually concentrated in a few indicator areas. It is important to determine where the observation period falls in a group's long-term efforts. As an organizing effort develops over time, the focus of the group's work shifts among the indicator areas. By using the theory of change, it should be possible to link a group's work at one point in time to a long-term change process.

- **The charts should not be used as a checklist or a prescription for what a community organizing group ought to be doing.** It is important always to start with the actual stories of education organizing. Each setting is different, presenting different possibilities and constraints. The Framework can serve as a lens helping to make sense of this variation.

- **Consider the Framework as a work in progress.** The Framework is not inclusive of the totality of strategies and accomplishments of community organizing for school reform, and it can only be valuable if applied flexibly. Both the groups we studied and other groups will add strategies within existing indicator areas and or even add new indicator areas to the Framework. The theory of change is also subject to revision as we and others increase our understanding of this field and of the pathway to improving schools. Good indicator studies are never intended to be static; defining measures and marking results is work that is constantly in process, running parallel and responding to the evolution of the field.

Leadership Development builds the knowledge and skills of parents and community members (and sometimes teachers, principals, and students) to create agendas for school improvement. Leadership development is personally empowering, as parents and community members take on public roles. Leaders heighten their civic participation and sharpen their skills in leading meetings, interviewing public officials, representing the community at public events and with the media, and negotiating with those in power.

Leadership Development

STRATEGIES	RESULTS
1 Identify and train parents and community members (and sometimes teachers, principals, and students) to take on leadership roles	
• Develop parent and community knowledge base through trainings, research, reflection, and evaluation • Provide opportunities for parents and community members to attend conferences, make cross-site school visits, etc. • Create opportunities and training for parents and community members to be organizational leaders, to be leaders on local school councils, principal selection committees, etc.	• Parents and/or community members hold leadership positions • Parents and community members hold positions in organization's governance and/or are organizers in community organizing groups • Parents and community members feel knowledgeable about their role in school reform and in the process for making change
2 Develop parents (and community members, teachers, principals, and students) as politically engaged citizens	
• Develop the skills of civic engagement (e.g., public speaking research, negotiation, reflection, and evaluation) • Hold public accountability sessions with elected leaders and reflect/evaluate power dynamics afterwards • Organize get-out-the-vote and/or withhold-the-vote campaigns	• Parents, youth, and school staff demonstrate confidence and ability in leading meetings, designing agendas, public speaking, etc. • Politicians are aware of issues that concern parents, youth, and school staff and are responsive to them • Parents, youth, and school staff demonstrate knowledge about school systems and the ability to make strategic decisions
3 Promote individual, family, and community empowerment	
• Support in setting individual educational and career goals • Coaching in public speaking, letter writing, petitioning, etc. • Training in organizing skills (e.g., how to do one-on-ones, house meetings, active listening, reflection, and evaluation) • Creating learning experiences (e.g., training, conferences, site visits, etc.)	• Parents, students, teachers, etc. perceive themselves as gaining knowledge, confidence, and skills • Parents, students, teachers demonstrate increasing skill in organizing and confidence in leadership capacity • Parents are pursuing their own education and/or employment opportunities
DATA SOURCES • Interviews/surveys of parents, students, teachers • Stories about personal change	• Observation of organizational and public events • Media coverage of parent and community leadership in school reform and in community change

Community Power means that residents of low-income neighborhoods gain influence to win the resources and policy changes needed to improve their schools and neighborhoods. Community power emerges when groups act strategically and collectively. Powerful community groups build a large base of constituents, form partnerships for legitimacy and expertise, and have the clout to draw the attention of political leaders and the media to their agenda.

Community Power

STRATEGIES	RESULTS
1 Create a mass base constituency within communities that results in deep membership commitment and large turnout	
• Identify shared community and parent self-interest through one-on-ones, house meetings, school based teams, and congregation-based committees • Ensure that community interests drive community organizing through member participation in organizational leadership and governance	• Ability to turn-out membership base • Public leaders perceive groups as a political player • Group is perceived as an authentic community voice within the community and by district and political leaders • Ability to sustain a campaign overtime
2 Form partnerships for legitimacy and expertise	
• Establish mutually beneficial working relations with other groups with shared interests (e.g., school reform groups, other community-based groups, a teachers' union, academic, and other groups that can provide technical assistance, etc.) • Work in coalition at city and state levels around common issues • Encourage collaboration among neighborhood schools, social service agencies, and congregations	• Other groups perceive the community organizing groups as valuable partners representing a grassroots constituency • Community organizing groups, with partners, gain a seat at policy decision-making tables
3 Create a strong organizational identity	
• Develop stories of leadership and success • Practice reflection and evaluation leading to shared sense of accomplishments and next steps • Document successes through packets of media clippings, etc.	• Leaders, members, and organizers share a stock of stories that create a history of their accomplishments • Parents and community members see their values and concerns guiding the organizing • Media coverage reflects the work and accomplishments of community organizing to school reform
4 Draw political attention to the organization's agenda	
• Research issues and report findings in written and oral reports that are accessible to the media and general public • Hold one-on-ones with politicians and district leaders • Hold accountability sessions with public leaders • Letter writing, petitioning, and lobbying	• Political and district leaders acknowledge issues important to community organizing groups, meet with members, and show up for accountability sessions • Media acknowledges role of community organizing group in school reform and its influence on policy
DATA SOURCES • Attendance records of public events • Media coverage	• Interviews/surveys of politicians and district leaders • "Stories" about the groups • Group documents, newsletters, etc • Observations of public events

Social Capital refers to networks of mutual obligation and trust, both interpersonal and inter-group, that can be activated to leverage resources to address community concerns. Some groups call this "relational" power while others describe this process as one of building "political capital." Beginning with relationships among neighborhood residents and within local institutions, community organizing groups bring together people who might not otherwise associate with each other, either because of cultural and language barriers (e.g., Latinos, African-Americans, and Asian-Americans) or because of their different roles and positions, such as teachers, school board members, and parents. Creating settings for these "bridging relationships" in which issues are publicly discussed is the key to moving a change agenda forward.

Social Capital

STRATEGIES	RESULTS
1 Build networks	
• Organize and support parents at school level and across schools • Build school/community education committees • Foster principal groups • Form citywide alliances	• Turn-out composed of multiple constituencies and represent different racial/ethnic/linguistic groups • Parents and students at local schools perceive they can count on larger group membership for support • Reduced feelings of isolation
2 Build relationships of mutual trust and reciprocity	
• Increase the interaction between teachers and parents (e.g., home visits, neighborhood walks, joint planning for new programs and/or schools, co-decision-making) • Strengthen the connection between local congregations and schools by identifying complementary roles	• Increased perception of teachers/school staff and parents/students of mutual support • Teachers and principals perceive community groups and congregations as advocates and resources
3 Increase participation in civic life	
• Support parent, youth, and community involvement in the political process (e.g., petitions, letter writing, meeting with public officials, testimony at school board meetings, get-out-the-vote campaigns, etc.) • Sponsor public accountability sessions with elected, district, and other civic leaders • Support parents holding positions on school committees, community boards, etc.	• Parents and community members are spokespeople for the groups • Increase participation of parents, community members, and students on school committees, community boards, and other voluntary activities and institutions in their neighborhoods (e.g., clubs, religious congregation, social action, etc.)
DATA SOURCES	
• Interviews/surveys of parents, students and school staff, political and district leaders	• Observation and attendance records of public meetings and events • Records of voter turnout, petition drives, etc.

Public Accountability entails a broad acknowledgement of and commitment to solving the problems of public education. It is built on the assumption that public education is a collective responsibility. Community organizing groups work to create public settings for differently-positioned school stakeholders—educators, parents, community members, elected and other public officials, the private and non-profit sectors, and students themselves—to identify problems and develop solutions for improving schools in low- to moderate-income communities. Through this public process, community organizing groups hold officials accountable to respond to the needs of low- to moderate-income communities.

Public Accountability

STRATEGIES	RESULTS
1 Create a public conversation about public education and student achievement	
• Identify shared parent concerns through one-on-one interviews and house meetings • Create a shared vision of reform among parents, teachers, and administrators through site visits, neighborhood walks, local school councils, etc. • Create pressure for release of school data • Hold public meetings with district and elected officials	• Increase in public dialogue about issues facing schools in low-income neighborhoods and about parent concerns • Media coverage of inequities • District data on schools and student performance become public
2 Monitor programs and policies	
• Conduct studies which show whether district is delivering on promises for new, high level courses • Bring legal action to force compliance with federal civil rights law • Push for shared decision-making and participation on local school councils • Serve on citizen review boards	• The roles of parents and community expand from problem identification to problem solving and monitoring results
3 Participate in the political arena	
• Engage in one-on-ones with candidates and elected officials • Develop education campaigns and petition drives • Hold accountability sessions with elected and other officials • Organize get-out-the-vote and/or withhold-the-vote campaigns	• Development of vocal community groups • Elected officials feel accountable to local groups for public education • Strategic use of the vote around school issues
4 Create joint ownership/relational culture	
• Create and/or participate in structures (local school councils, core teams, etc.) that bring school staff, parents, and students together as school leaders and co-decision-makers • Develop community-wide planning procedures (e.g., education committees with teachers, parents, administrators, and community members)	• School staff, parents, and community groups see themselves as collaborators in children's school experience and feel mutually accountable for student learning • Parents feel knowledgeable about schools and school systems • Teachers feel knowledgeable about local families, the community, and their educational goals and expectations for their children
DATA SOURCES	
• Interviews/surveys of parents, teachers, administrators, and elected officials • Minutes and attendance records of public events, school committees, etc.	• Media reports • Observation of events, meetings, etc. • Research studies produced by the groups

Equity guarantees that all children, regardless of socio-economic status, race or ethnicity, have the resources and opportunities they need to become strong learners, to achieve in school, and to succeed in the work world. Often, providing equitable opportunities requires more than equalizing the distribution of resources. Community organizing groups push for resource allocation that takes into account poverty and neglect, so that schools in low-income areas receive priority. In addition, groups work to increase the access of students from these schools to strong academic programs.

Equity

STRATEGIES	RESULTS
1 Increase funding and resources to under-resourced schools	
• Campaigns for new buildings and renovations to reduce overcrowding and increase safety • Make the case for and win allocation of funds for adult education and after-school programs • Write grant proposals to raise private and public funds for schools and/or reform groups to provide teacher professional development.	• New school facilities buildings and annexes • Increased money for: lighting, crossing guards, playgrounds, etc. • Increased professional development opportunities for teachers
2 Maximize access of low-income children to educational opportunities	
• Increase focus on reading through reading campaigns and programs such as Links to Literacy, etc. • Establish small autonomous schools and autonomous high schools	• Increased resources (books, professional development, etc.) to support reading and children reading more both in school and at home • New small schools open • Autonomous high schools established offering new options
3 Match teaching and learning conditions with those in the best schools	
• Document absence of academic courses • Site visits to identify "best" practices • Support salary increases for teachers and reduced class size	• New incentives in place to attract and retain teachers • Improved adult-child ratios in classrooms • Higher level courses offered
DATA SOURCES • School district facilities and personnel budgets • Neighborhood/city/District crime incident reports	• Grant proposals • Survey of school buildings and related facilities • Survey of parents and teachers • School schedules and programs

School/Community Connection requires that schools become institutions that work with parents and the community to educate children. Such institutional change requires that professionals value the skills and knowledge of community members. In this model, parents and local residents serve as resources for schools and schools extend their missions to become community centers offering the educational, social service, and recreational programs local residents need and desire.

School/Community Connection

STRATEGIES	RESULTS
1 Create multi-use school buildings	
• Create support for schools being used as places for adult and child learning and recreation (e.g., GED and ESL classes, family counseling, after-school programs, health clinics, etc.) • Increase use of school during non-school hours (e.g., evening meetings of parents and community groups)	• Greater number and variety of community-oriented programs in the school • Greater use of the school building as a public space
2 Position the community as a resource	
• Campaigns to support school reform (e.g., new small schools and new resources [books, computers, etc.]) • After-school programs are parent- and community-led • Create new roles for parents (e.g., parents as after-school teachers and classroom mentors)	• School staff perceive community participation as adding value to the school • Increased awareness of school staff to community issues and the assets of a community
3 Create multiple roles for parents in schools	
• Provide resources and training for parents to enable them to take on leadership roles (e.g., on local school councils, school improvement committees, small school design teams, hiring committees, bilingual committees, etc.)	• Increase in the variety of roles parents take on in schools • Parents feel welcome, valued, and respected in the school
4 Create joint ownership of schools and school decision-making	
• Advocate for joint parent-teacher professional development partnerships to address mutual concerns (e.g., safety, bilingual education, overcrowding) • Push for site-based decision-making that includes teachers, parents, and principal in the process	• Increase in number of programs/schools that result from parent, teacher, community, principal collaboration • Parents, teachers, and principal share language and vision for schools • Parents are knowledgeable about academic, personnel, and school policy issues and school staff are knowledgeable about and/or participate in community group and its education reform campaigns
DATA SOURCES	
• Interviews/surveys with parents, school staff, organizations • School roster of activities • Observations of activities at the school	• Media account of community involvement in school reform • School and community newsletters

Positive School Climate is a basic requirement for teaching and learning. It is one in which teachers feel they know their students and families well, and in which there is mutual respect and pride in the school. Community organizing groups often begin their organizing for school improvement by addressing safety in and around the school and the need for improved facilities. Reducing school and class size is another way in which community organizing groups seek to create positive school climates.

Positive School Climate

STRATEGIES	RESULTS
1 Improve facilities	
• Get funds allocated for new and renovated school buildings and playgrounds	• Parents, teachers, and community members feel pride in school
• School beautification and cleanliness campaigns	• New buildings and annexes
2 Improve safety in and around the school	
• Work to improve traffic patterns in school areas, lighting, etc.	• Reduced number of traffic accidents and incidents
• Increase crossing guards and create community-sponsored adult patrols in school area	• Reduced number of violent, drug, and/or gang related incidents in or around school area
• Increase parent presence in halls and classrooms	• Reduced number of disciplinary actions
3 Create respectful school environment	
• Sponsor programs that encourage parents and teachers to work together around student learning (e.g., classroom mentors, after-school programs, curriculum committees, etc.)	• Increased perception of parents as partners in children's education
• Pressure for parents to be co-decision-makers with educators	• Curriculum reflects concerns and issues that community faces
• Encourage local cultures and languages to be part of school	• Signage in school in native languages as well as English; office staff and others who can communicate in native languages
4 Build intimate settings for teacher/student relations	
• Bring parents into classrooms to reduce adult-student ratio	• Teachers believe they know students and parents better
• Establish small autonomous schools	• Students perceive that teachers care about them and are aware of their progress
• Support small classroom size	• Parents believe teachers understand and respect their children
DATA SOURCES	
• Interviews/surveys with parents, teachers, and students	• Observation of the school
• Neighborhood/city/district accident/crime reports	• School discipline records including suspensions and expulsions
• District/school records on school and classroom size	

High Quality Instruction and Curriculum indicate classroom practices that provide challenging learning opportunities that also reflect the values and goals of parents and the community. Community organizing groups work to create high expectations for all children and to provide professional development for teachers to explore new ideas, which may include drawing on the local community's culture and involving parents as active partners in their children's education.

High Quality Instruction and Curriculum

STRATEGIES	RESULTS
1 Identify learning needs, carry out research, and implement new teaching initiatives and structures	
• Take parents and teachers to visit schools utilizing innovative approaches and/or that are "small" schools • Train parents to work in classrooms and train teachers how to best utilize parents as partners in teaching and learning • Form partnerships with groups with expertise in teaching and learning and school reform • Research different approaches to reading and campaign for implementation of those identified as successful • Research district bilingual policies	• Increase in parent and teacher knowledge about strategies and conditions that lead to improved school performance • New approaches to teaching and learning (e.g., in reading) and new school structures are implemented (e.g., small schools) • Increase in attention to children needing additional academic and social support, including bilingual students
2 Enhance staff professionalism	
• Document need and call for greater spending on professional development; obtain grants for teacher professional development • Campaign for incentives to attract teachers to low-performing schools • Foster collegial relations (e.g., long-term planning committees, cross-classroom observation, team teaching, etc.) • Provide training to teachers on making home visits, taking neighborhood walks, etc.	• Increase in teachers' content and pedagogical knowledge and feelings of being supported as professionals • Increase in number of credentialed teachers choosing to teach in low-performing schools and teacher retention at those schools • Increase in collaboration among teachers, (e.g., teaming, interdisciplinary curriculum, etc.)
3 Make parents and community partners in children's education	
• Increase parent understanding of school culture • Provide parent training for work in classrooms and after-school programs • Support and/or create settings where parents and teachers work together and are co-decision-makers (e.g., school design teams, hiring committees, curriculum committees, community education committees, local school councils, etc.)	• Parents perceive themselves as standing with teachers and not as being isolated or outsiders • Teachers perceive the local community as a resource • Increase in interaction among parents, teachers, and students
4 Hold high expectations	
• Make demands for rigorous curriculum and/or establish new schools with rigorous curriculum • Require that schools publicly demonstrate improvement	• Improved test scores and/or results on alternative assessments • Greater acceptance levels at magnet schools • Improved graduation rates
DATA SOURCES	
• Interviews/surveys with teachers, administrators, and parents • School/District/Union records on incentives for teachers, teacher assignments, and teacher retention • Standardized test scores and results of alternative assessments • Schools and classroom observations	• District/School records on teacher and principal professional development • School/District records on acceptance into magnet programs, graduation rates, etc.

ABOUT THE AUTHORS

Eva Gold, Ph.D., Principal, Research for Action, has served over the last decade as primary investigator of numerous local and national studies examining the dynamics among parent, community, and schools. Recently, she coauthored a major report, *Clients, Consumers or Collaborators? Parents and Their Roles in School Reform During Children Achieving, 1995-2000*, that is part of the overall evaluation of Philadelphia's systemic reform effort. She is a Guest Lecturer in the Urban Studies Program at the University of Pennsylvania, where she teaches a course in Community Activism and School Reform. She was the recipient of the Ralph C. Preston Dissertation Award from the Graduate School of Education, University of Pennsylvania in 2000 for her study of the work a community organizing group did with parents at a neighborhood high school. This study extends her work of the last ten years in following the development of community organizing for school reform.

Elaine Simon, Ph.D., a Senior Research Associate at Research for Action, is an anthropologist who has conducted ethnographic research and evaluation in the fields of education, employment and training, and community development. She is Co-Director of Urban Studies in the School of Arts and Sciences and adjunct Associate Professor of Education in the Graduate School of Education at the University of Pennsylvania. Her perspective on education is informed by her background in urban studies and community development. She followed the early 1990s Chicago education reform that devolved power to communities and parents and later the ambitious systemic school reform effort in Philadelphia. Her current research on community organizing for school reform builds on that knowledge and benefits from her broad perspective on urban life and urban school reform.

Chris Brown is the Director of the Schools and Community Program at the Cross City Campaign for Urban School Reform. The Schools and Community Program works with parent and community organizations to increase meaningful parent and community involvement in school reform. He is responsible for providing training and technical assistance to organizations, overseeing research and publication projects, and coordinating cross-site visits. Before coming to Cross City, he served as Community Development Specialist at Chicago's United Way/Crusade of Mercy. Previously, he spent seven years as director of the ACORN Housing Corporation of Illinois, a non-profit group providing home ownership opportunities for low and moderate-income families in Chicago's Englewood community. In addition to his professional work with schools and communities, he also serves as a parent volunteer on the Local School Council of Boone School, the Chicago elementary school his two children attend.

Cross City Campaign for Urban School Reform is a national network of school reform leaders from nine cities: Baltimore, Chicago, Denver, Houston, Los Angeles, New York, Oakland, Philadelphia and Seattle. The Cross City Campaign is made up of parents, community members, teachers, principals, central office administrators, researchers, union officials, and funders working together for the systemic transformation of urban public schools, in order to improve quality and equity so that all urban youth are well-prepared for post-secondary education, work, and citizenship.

Cross City Campaign for Urban School Reform
407 South Dearborn, Suite 1500, Chicago, IL 60605
Telephone: 312.322.4880 Fax: 312.322.4885
www.crosscity.org

Research for Action (RFA) is a Philadelphia-based non-profit organization engaged in education research and reform. Founded in 1992, RFA works with educators, students, parents, and community members to improve educational opportunities and outcomes for all students. RFA work falls along a continuum of highly participatory research and evaluation to more traditional policy studies.

Research for Action
3701 Chestnut Street, Philadelphia, PA 19104
Telephone: 215.823.2500 Fax: 215.823.2540
www.researchforaction.org

PHOTO CREDITS

New York Acorn: Page 9.

Jody Horton (for Austin Interfaith): Cover; Pages 11, and 18.

Alliance Organizing Project: Page 15.

Logan Square Neighborhood Association: Page 17.

PUBLICATIONS IN THE INDICATORS PROJECT SERIES

Strong Neighborhoods, Strong Schools

Successful Community Organizing for School Reform
Appendix: Case Studies
The Education Organizing Indicators Framework
Executive Summary

Case Studies

Alliance Organizing Project
Austin Interfaith
Logan Square Neighborhood Association
New York ACORN
Oakland Community Organizations

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

REPRODUCTION RELEASE

UD 035 298

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: The Education Organizing Indicators Framework: A User's Guide
Strong Neighborhoods, Strong Schools

Author(s): Eva Gold, Elaine Simon, Chris Brown

Corporate Source: Cross City Campaign for Urban School Reform

Publication Date: 03/02

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1

☒ Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐ Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐ Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature:	Printed Name/Position/Title: Chris Brown, Director, Schools + Communit
Organization/Address: Cross City Campaign 407 S. Dearborn, Suite 1500 Chicago, IL	Telephone: 312 294-2263 FAX: 312 322-4885
	E-Mail Address: cbrown@crosscity.org Date: 9/12/02

I. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:	Cross City Campaign
Address:	407 S. Dearborn, Suite 1500 Chicago, IL 60605
Price:	$15

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:	
Address:	

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC Clearinghouse on Urban Education
Box 40, Teachers College, Columbia University
New York, NY 10027

Telephone: 212-678-3433
Toll Free: 800-601-4868
Fax: 212-678-4012

WWW: http://eric-web.tc.columbia.edu

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: info@ericfac.piccard.csc.com
WWW: http://ericfacility.org

EF-088 (Rev. 2/2000)